

INDUCTION AND ORIENTATION

The Centennial School Board recognizes that the District must provide orientation for the newly appointed staff members regarding its policies, procedures, and instructional and non-instructional programs. The Centennial School Board also recognizes the need to provide newly appointed staff members with guidance and support from experienced District staff. This policy supports the Centennial School District Induction Plan 2006-2012 required by the Commonwealth of Pennsylvania.

The Superintendent is responsible for the implementation of a program of Induction and Orientation.

Policy: 7.4

Adopted: 02/13/80
Amended: 03/10/87
 10/11/88
 01/14/92
 10/28/97
 09/14/99
 02/12/08

INDUCTION AND ORIENTATION

I. Professional Staff

A. Induction Process

1. Role of Mentor:

- a. Mentors shall be determined by the administration. Selection shall give consideration to:
 - (1) tenured, certified personnel with at least three years of professional experience,
 - (2) the match in certification areas and/or grade levels where possible, and
 - (3) the display of enthusiasm for the profession and evidence of cooperation in working with peers.

- b. The mentor is the primary resource person for the new staff member. The responsibilities are dual:

- (1) to provide support and availability and
- (2) to plan structured activities.

The role of the mentor is to assist in the process of providing the knowledge and the skills needed by beginning professionals to be successful in their Centennial School District positions. Meetings between mentors and inductees will take place periodically.

- c. The purposes of the mentor relationship may include:

- (1) helping the new employee identify priorities in the work areas
- (2) providing suggestions on the organization and management of the employee's areas of responsibility
- (3) suggesting ways to plan for instruction
- (4) suggesting grouping procedures, if applicable
- (5) helping with all aspects of the curriculum, instruction and assessment programs
- (6) suggesting ways to communicate with parents, peers, and students
- (7) being accessible to answer questions about the day-to-day operation of the building and demands of curriculum
- (8) suggesting other resources which may be of support in the classroom
- (9) suggesting methods to evaluate student performance and interpret assessment data
- (10) suggesting means for self-evaluation
- (11) providing on-going feedback and support

- d. The general topics to be covered between the inductee and the mentor may include:

- (1) classroom management
- (2) record keeping
- (3) differentiated instruction
- (4) student evaluation/assessment
- (5) parental relationships
- (6) lesson planning

These topics may be addressed in a number of ways. It is suggested that the inductee and mentor meet prior to the beginning of the school year. The first meeting shall provide an opportunity for the new employee to review available materials, become acquainted with beginning-of- year procedures and plan activities for the start of the school year.

- e. The mentor shall maintain and share records of meetings with the inductee (Attachment A and B)
- f. The mentor shall submit the MENTOR'S EVALUATION OF TEACHER INDUCTION PROGRAM. (Attachment G)
- g. Mentors may be paid an annual stipend as determined by the Centennial School Board.

2. Role of Site Based Induction Team

- a. Site based induction teams are comprised of new professional staff member(s), mentor(s), and building principal or designee, and shall be coordinated by the principal. The team represents the second level of resource personnel for the new staff member.
- b. The purposes of the site based induction team are to:
- (1) establish the initial planning for the new employee's induction
 - (2) establish responsibilities for communication among the team and with the employee
 - (3) involve other staff members in providing support and expertise to the employee
 - (4) provide the employee with strategies for performance improvement
 - (5) review school-based policy and procedures
 - (6) provide opportunities for reflection

- c. The support group to the site based induction teams may be comprised of the following staff where available and appropriate:
 - (1) guidance counselor
 - (2) school nurse
 - (3) building librarian
 - (4) representative from the Student Assistance Program or Instructional Support Teacher
 - (5) special education teacher
 - (6) curriculum resource team member for each discipline taught by new staff
 - (7) the reading specialist or reading teacher
 - (8) other staff as deemed necessary.

B. District Orientation Process

1. All professional staff new to the Centennial School District are required to attend District orientation sessions facilitated by the Office of Teaching and Learning.
2. The District Orientation will include:
 - a. applicable District policies and procedures
 - b. curriculum overview
 - c. structure of Central Office
 - d. District background
 - e. Strategic Plan
 - f. public relations
 - g. resources
3. Participants in the District Orientation shall include:
 - a. Superintendent
 - b. Assistant Superintendent,
 - c. Director of Special Education and Pupil Services
 - d. Director of Technology
 - e. Director of Human Resources
 - f. Director of Teaching and Learning
4. The Orientation will be facilitated by the Director of Teaching and Learning.
 - a. Inductees shall be introduced to the results of research on effective teaching.

- b. The Director of Teaching and Learning shall provide a packet of readings for each inductee. These readings will address issues in curriculum, instruction and assessment as a background for discussion of issues in practice.
- c. A District professional library is housed in the Instructional Materials Center in the Administration Building and in all school libraries.

C. Verification/Evaluation of Induction/Orientation Program

Verification

- 1. The principal shall maintain a record of mentor team meeting times, participants in the meetings, and topics of discussion. (see Attachment A)
- 2. The mentor shall keep a record of meeting times and topics of discussion for each session. These records shall be given to the Director of Teaching and Learning in June of the inductee's first year of employment. (see Attachment A and B)
- 3. The Director of Teaching and Learning's records shall include:
 - a. Information pertinent to the District Orientation Program. (Attachment C)
 - b. Pre and Post-Induction Needs Assessment for Classroom Teachers (Attachment D) Evaluation of Centennial's Induction Program (Attachment E).
 - c. The principal's records of mentor team meetings and Induction Requirements Verification Form (Attachment F).
 - d. Certificate of Induction Program Completion.

II. Support Staff

A. District Orientation

- 1. District Orientation Responsibilities - All newly appointed support staff are required to attend District orientation sessions conducted by Human Resources.
- 2. District Orientation Topics
 - a. General District information
 - b. Applicable District policies and procedures
 - c. Summary of working conditions

- d. Payroll periods/procedures
 - e. Benefits enrollments (as applicable)
 - f. Attendance/absence procedure
 - g. Retirement system information
3. Orientation sessions shall be scheduled as necessary.

B. Job-Site Orientation

1. Specific job orientation for new employees is the responsibility of the immediate supervisor.
2. Orientation topics are dependent on the specifics of the job and the orientation needs of the new employee.
3. The administrator responsible for on-site orientation shall maintain a record of on-site orientation sessions.
4. On-site orientation sessions shall be scheduled immediately upon the commencement of service by the new employee and shall continue as long as required as determined by the immediate supervisor.

III. Administrative Staff

- A. All newly-appointed administrative staff shall be assigned a mentor whose duties are as closely matched as possible. They shall meet as needed but at least monthly.

B. District Orientation

1. All administrative staff are required to attend District orientation sessions coordinated by the Office of Teaching & Learning and Human Resources.

District orientation topics:

- a. Applicable policies and procedures
- b. Strategic Plan
- c. District goals
- d. Curriculum overview
- e. Structure of Central Office

- f. District background and demographics
 - g. Public relations
 - h. District, school and community resources
 - i. Issues in curriculum, instruction and assessment
 - j. District guidelines for supervision of faculty and staff
 - k. Payroll periods/procedures
 - l. Attendance/absence procedures
 - m. Building maintenance procedures
 - n. Summary of working conditions
 - o. Benefits enrollments (as applicable)
 - p. Retirement system information
2. Participants in the District orientation shall include members of Cabinet and others as deemed necessary.
3. Oversight:
- a. The mentor shall maintain a record of all meetings, times, dates and the topics discussed. Records will be forwarded to the Office of Teaching & Learning at the end of the school year.
 - b. The Director of Teaching & Learning shall assure that records are being maintained pertinent to the District orientation program.

Centennial School District
Mentor/Inductee Meeting Log
School Year 20__-20__

Mentor: _____ **Inductee:** _____

Date	Topic	Comments

White: Induction Coordinator
Yellow: Employee
Pink: Principal

Centennial School District
COLLABORATIVE ASSESSMENT LOG

Inductee: _____ Mentor: _____ Date: _____

What's Working	Current Focus, Challenges, Concerns
Inductee's Next Steps	Mentor's Next Steps

White: Induction Coordinator
Yellow: Employee
Pink: Personnel
Gold: Principal

Centennial School District

TOPICS BY MONTH AND RESPONSIBILITY

This timeline is intended to guide the Inductee, the Building Principal or the Supervisor, the Mentor, and the Director of Teaching and Learning in assuming that the Inductee's, the Building's, and the District's needs are met appropriately. Some activities are intentionally referenced more than once. Mentors who have been assigned will meet for Orientation during the last two weeks of August; additional mentors will meet for Orientation on as needed.

Two 45-minute Building Induction meetings are recommended for September and October, and one 45-minute Building Induction meeting subsequent per month.

The column on the left may be used to note progress towards completion of the Goal/Competency. It is for your convenience.

Topics by Month and Responsibility		
AUGUST	DISTRICT	A variety of classroom management styles and strategies
		Confidentiality issues: Dealing with student records, reports, **IEPs, GIEPs, 504 plans (see confidentiality protocol for clarification)
		The roles and expectations of building staff members
		Accessing, monitoring, and updating software programs dealing with student personal health, attendance, and academic records (ProSoft)
		GradeQuick (K-12) and Dimensions (K-8) for recording student progress
		AESOP for requesting substitute coverage
		Applicable forms, outlines, and templates on Cen*Net
		All Microsoft Office Suite Programs (Word, Outlook, Excel, PowerPoint, Access, Publisher)
		E-mail protocols and monitoring building use
		District policies and procedures as they relate to specific students, buildings, and situations
		The "Chain of Command" in the district
		Centennial standards initiative
		Special Education laws, standards, and regulations
	BUILDING	Building Crisis Response procedures
		Protocol and procedures related to co-curricular activities
		Schedule and scheduling options with consideration for school and district calendars
		Day-to-day operations of the building
		The "Chain of Command" in the district
		The function and responsibilities of different building teams (e.g. ** CST, IEP, IST, MDT, SAP, 504 Plans)
	Mentor	Strong discipline and pedagogical understanding
Schedule and scheduling options with consideration for schools and district calendars		

			The organization and management of personal area of responsibility
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Topics by Month and Responsibility		
SEPTEMBER	Building	<u>Communicating appropriately with parents/guardians in a timely fashion and with proper documentation (see confidentiality protocol for clarification)</u>
		Accessing, monitoring, and updating software programs dealing with student personal health, attendance, and academic records
		GradeQuick (K-12) and Dimensions (K-8) for recording student progress
		District process of an expectation from professional observations and evaluations (Centennial School District Policy 2.10)
		Function and responsibilities of different building teams (e.g. ** CST, IEP, IST, MDT, SAP, 504 Plans)
		Roles and responsibilities in IEPs, GIEPs, 504 Plan delivery
		Completion of required paperwork (evaluation reports, IEPs, GIEPs, Conference notes, anecdotal records, etc.) with consideration for objective and observational documentation (see Confidentiality Protocol for clarification)
	Mentor	Building Crisis Response procedures
		Individual role and functions in conjunction with curricula, district and building goals
		Day to day operations of the building
Software programs, internet, and intranet for lesson planning and implementation		
OCTOBER	District	Variety of Standards-Based Best Practices instructional strategies to accomplish district goals & standards, based on Multiple Intelligences, Differentiated Instruction, & Inclusive practices
		Variety of formal and informal methods of assessment
		District process and expectations from professional observations and evaluations (Centennial School District Policy 2.10)
	Building	The roles and expectations of the building staff members
		Confidentiality issues dealing with student records, reports, **IEPs, GIEPs, 504 plans (see confidentiality protocol for clarification)
		Individual role and functions in conjunction with curricula, district and building goals
		Structure, organization, and computer databases of the building library, including Big6
		Applicable forms, outlines, and templates on Cen*Net
		All Microsoft Office Suite Programs (Word, Outlook, Excel, PowerPoint, Access, Publisher)
		E-mail protocols and monitoring building use
		District policies and procedures as they relate to specific students, buildings, and situations
		Diversity and its implications for an educator
		Community service opportunities and expectations
	Mentor	Integration of technology into daily and long term planning
		Applicable forms, outlines, and templates on Cen*Net

Word processing forms and reports

Topics by Month and Responsibility

NOVEMBER	District	Data to inform instructional planning and delivery
	Building	Diversity and its implications for educators
	Mentor	Variety of Standards-Based Best Practices instructional strategies to accomplish district goals & standards, based on Multiple Intelligences, Differentiated Instruction, & Inclusive practices Software programs, internet, and intranet for lesson planning and implementation
DECEMBER	Building	Data to inform instructional planning and delivery
	Mentor	Variety of Standards-Based Best Practices instructional strategies to accomplish district goals & standards, based on Multiple Intelligences, Differentiated Instruction, & Inclusive practices <u>Communicating appropriately with parents/guardians in a timely fashion and with proper documentation (see Confidentiality Protocol for clarification)</u>
JANUARY	District	Variety of Standards-Based Best Practices instructional strategies to accomplish district goals & standards, based on Multiple Intelligences, Differentiated Instruction, & Inclusive practices
		The district standards initiative
	Building	Data to inform instructional planning and delivery
		Variety of formal and informal methods of assessment Laws governing attendance, working papers, age of withdrawal, etc.
Mentor	Software programs, internet, and intranet for lesson planning and implementation	
FEBRUARY	Building	Data to inform instructional planning and delivery
		Standards-based best practices in subject area(s) in reading and writing
		Special Education laws, standards, and regulations
	Mentor	Variety of Standards-Based Best Practices instructional strategies to accomplish district goals & standards, based on Multiple Intelligences, Differentiated Instruction, & Inclusive practices Community service opportunities and expectations

			Variety of formal and informal methods of assessment
Topics by Month and Responsibility			
MARCH	District	Diversity and its implications for educators	
	Building	Standardized Testing procedures and protocol	
	Mentor	Integration of technology into daily and long term planning	
APRIL	Building	Variety of Standards-Based Best Practices instructional strategies to accomplish district goals & standards, based on Multiple Intelligences, Differentiated Instruction, & Inclusive practices	
	Mentor	Software programs, internet, and intranet for lesson planning and implementation	
MAY	Building	Future professional needs	
	Mentor	Variety of Standards-Based Best Practices instructional strategies to accomplish district goals & standards, based on Multiple Intelligences, Differentiated Instruction, & Inclusive practices	
		Integration of technology into daily and long term planning	
		Future professional needs	

**Child Study Team (CST); Cumulative Record Folder (CRF); Evaluation Report (ER); Gifted Individualized Education Plan (GIEP); Individualized Education Plan (IEP); Instructional Support Team (IST); Multi-Disciplinary Team (MDT); Student Assistance Program (SAP).

Centennial School District
Needs Assessment For Classroom Teachers

This is NOT an evaluation of your expertise and knowledge; it is intended to help your mentor prioritize your needs.

To the inductee: Complete the Needs Assessment using the codes below. Your responses will allow your mentor to assist and guide you appropriately, based on your unique needs. Use Comments column for areas not addressed in the survey. Keep one copy and give a copy to your mentor by the end of your first week in your position in Centennial School District, at the half-way point (Usually the end of January) and at the end of May..

Needs Assessment - Codes

- 0 - Not Applicable
- 1 - Not Needed (I am thoroughly familiar with, or have no need for, this information)
- 2 - Low (I am in need of additional information on this item, but the need is not pressing)
- 3 - Moderate (I am in need of information at some point in the near future)
- 4 - Priority (I am in considerable need of information on this item)
- 5 - Urgent (I am in immediate need of information on this item)

Classroom Teachers							
Knowledge/Skill	Codes						Comments
INSTRUCTION							
1. Strong discipline knowledge & pedagogical understanding	0	1	2	3	4	5	
2. Variety of Standards-Based Best Practices instructional strategies to accomplish district goals and standards, based on Multiple Intelligences, Differentiated Instruction, and Inclusive practices	0	1	2	3	4	5	
3. Data to inform instructional planning & delivery	0	1	2	3	4	5	
4. Variety of formal and informal methods of assessment	0	1	2	3	4	5	
5. Integration of technology into daily & long-term planning	0	1	2	3	4	5	
6. Variety of classroom management styles & strategies	0	1	2	3	4	5	
7. Confidentiality issues dealing with student records, reports, **IEPs, GIEPs, and 504 Plans (see Confidentiality Protocol for clarification)	0	1	2	3	4	5	

Classroom Teachers								
Knowledge/Skill	Codes						Comments	
BUILDING								
1. Building Crisis Response procedures	0	1	2	3	4	5		
2. Individual roles and functions in conjunction with curricular and district and building goals	0	1	2	3	4	5		
3. Protocol and procedures related to co-curricular activities	0	1	2	3	4	5		
4. Day-to-day operation of the building	0	1	2	3	4	5		
5. The roles and expectations of the building staff members	0	1	2	3	4	5		
6. Communicating appropriately with parents/guardians in a timely fashion and with proper documentation (see Confidentiality Protocol for clarification)	0	1	2	3	4	5		
7. Schedules and scheduling options with consideration for school and district calendars	0	1	2	3	4	5		
8. The structure, organization, and computer data bases of the building library, including Big 6.	0	1	2	3	4	5		
9. The organization and management of the area of responsibility (classroom, office, library, etc.)	0	1	2	3	4	5		

Classroom Teachers							
Knowledge/Skill	Codes						Comments
SPECIAL SERVICES							
1. The function and responsibilities of different building teams (e.g., ** CST, IEP, IST, MDT, SAP, 504 Plans)	0	1	2	3	4	5	
2. Completion of required paper work (Evaluation Reports, IEPs, GIEPs, conference notes, anecdotal records, etc.) with consideration for objective and observational documentation (see Confidentiality Protocol for clarification)	0	1	2	3	4	5	
3. Roles and responsibilities in IEP, GIEP, 504 Plan delivery	0	1	2	3	4	5	
4. Special education laws, standards and regulations	0	1	2	3	4	5	
5. Accessing Special Services including referral procedures and processes	0	1	2	3	4	5	

**Child Study Team (CST); Cumulative Record Folder (CRF); Evaluation Report (ER); Gifted Individualized Education Plan (GIEP); Individualized Education Plan (IEP); Instructional Support Team (IST); Multi-Disciplinary Team (MDT); Student Assistance Program (SAP).

Classroom Teachers							
Knowledge/Skill	Codes						Comments
DISTRICT							
1. District Crisis Response Plan (dealing with suicide, weapons offenses, terrorist threats, etc.)	0	1	2	3	4	5	
2. Programs and services available in the district and surrounding community	0	1	2	3	4	5	
3. District Policies and Procedures as they relate to specific students, buildings, and situations	0	1	2	3	4	5	
4. District process of and expectations from professional observations and evaluations (Centennial School District Policy 2.10)	0	1	2	3	4	5	
5. The "chain of command" in the district	0	1	2	3	4	5	
6. The district's Standards initiative	0	1	2	3	4	5	
7. Cultural diversity and its implications for an educator	0	1	2	3	4	5	
8. Community service opportunities and expectations	0	1	2	3	4	5	
9. Laws governing attendance, working papers, age of withdrawal, etc.	0	1	2	3	4	5	

Classroom Teachers							
Knowledge/Skill	Codes						Comments
TECHNOLOGY							
1. Accessing, monitoring and updating software programs dealing with student personal, health, attendance and academic records (ProSoft).	0	1	2	3	4	5	
2. GradeQuick (K-12) and Dimensions (K-8) for recording student progress	0	1	2	3	4	5	
3. Software programs and Internet Explorer for lesson planning and implementation	0	1	2	3	4	5	
4. AESOP for requesting substitute coverage	0	1	2	3	4	5	
5. Applicable forms, outlines, and templates on Cen*Net.	0	1	2	3	4	5	
6. All Microsoft Office Suite Programs (Word, Outlook, Excel, PowerPoint, Access, Publisher)	0	1	2	3	4	5	
7. E-mail protocols	0	1	2	3	4	5	
8. Word processing forms and reports	0	1	2	3	4	5	

**Child Study Team (CST); Cumulative Record Folder (CRF); Evaluation Report (ER); Gifted Individualized Education Plan (GIEP); Individualized Education Plan (IEP); Instructional Support Team (IST); Multi-Disciplinary Team (MDT); Student Assistance Program (SAP).

MISCELLANEOUS COMMENTS:

EVALUATION OF CENTENNIALSCHOOL DISTRICT'S
INDUCTION PROGRAM

20__-20__

Mid-Year

Directions: Circle the appropriate number to rate each item. Please add comments.

The Induction Manual:

Never used	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Inductee Orientation and Sharing Sessions:

Did not attend	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

Induction Workshops:

Did not attend	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Support within my School:

Had no Support	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Support from Central Office:

Had no support	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Match between my Mentor and Me:

Did not have a mentor	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

Centennial's Induction Program can be improved by:

EVALUATION OF CENTENNIALSCHOOL DISTRICT'S
INDUCTION PROGRAM
20__-20__

Directions: Circle the appropriate number to rate each item. Please add comments.

The Induction Manual:

Never used	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Inductee Orientation and Sharing Sessions:

Did not attend	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

Induction Workshops:

Did not attend	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Support within my School:

Had no Support	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Support from Central Office:

Had no support	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

The Match between my Mentor and Me:

Did not have a mentor	Inadequate	Moderately helpful	Invaluable
1	2	3	4

Comments:

Centennial's Induction Program can be improved by:

Centennial School District
INDUCTION REQUIREMENTS
CHECK SHEET

TOPIC	DATE COMPLETED
A VALID PENNSYLVANIA INSTRUCTIONAL I CERTIFICATE	
DISTRICT ORIENTATION	
SCHOOL ORIENTATION	
DIFFERENTIATED INSTRUCTION WORKSHOP	
INDUCTION MEETINGS	
MENTOR SUPPORT For one full school year	
READING, WRITING, LISTENING & SPEAKING WORKSHOP	
DIVERSITY AWARENESS IN EDUCATION WORKSHOP	
ONE YEAR SATISFACTORY PROFESSIONAL SERVICE	

The Pennsylvania Department of Education's five-year period requirement for earning 180 Professional Development Hours or Graduate Credits starts on the date your instructional I certificate was issued.

